

**Reading Passage I**

**Read the passage carefully and then answer the multiple choice questions which follow:**

With the number of professional résumé writers available to turn a phrase and put a spin on your qualifications, the importance of writing your own résumé may be minimized. Throughout your career, you must be able to summarize your work history, outline your skills and emphasize traits you have that could qualify you for future work. Without the ability to craft a professional qualifications' statement such as a résumé, your career might reach a dead end.

Résumé writing is important for making the transition from school to the workforce. When you are in learning mode, you are focused on the theory that underlies the kind of work you're interested in. However, once you complete your education, you must focus on the practical application of your skills. This is true for everyone, from high school graduates to students receiving post-graduate university degrees and every type of schooling in between. Your ability to transfer learning to actual demonstrations of your skills and knowledge in a work environment should be part of your description of your capabilities and qualifications in a résumé.

Once you are in the workforce, your résumé contains a summary of what you do for a living. Whether you are an executive assistant or the executive manager of a large corporation, you must be able to explain what you do. The ability to explain your responsibilities and the purpose of your duties is what enables you to move from one position to another. A well-written résumé is proof that you understand how your tasks and responsibilities fit into the overall goals of the organization for which you work.

Although a résumé is not the most effective way to demonstrate your composition skills, it does show your ability to write in a comprehensible manner so that employers understand your capabilities. A résumé generally is written in fragmented language and is, therefore, not an ideal illustration of writing skills. A solid résumé will accurately explain your background, areas of expertise and qualifications – an important tool to help you compete with other applicants in the job market.

Your résumé often is a reflection of your self-confidence. People who struggle with writing their own résumés must rely on friends and professional résumé writers to pull together a document that makes them look good on paper. If you do not have confidence in your skills and if you are unable to showcase your qualifications, writing a résumé can be quite a challenge.

If you are not sure you can write a good résumé, there is nothing wrong with getting help. Sending in a letter-perfect résumé will give you more confidence than trying to get by on your own uncertain efforts. Updating your résumé forces you to reevaluate your strategies. In doing so, you can identify the areas where you need to improve and areas where you have been successful. The importance of maintaining an up-to-date résumé helps you to review your personal goals as well. Over the course of your career, you will come to better understand your professional traits and your personal traits and how they mesh with the workplace.

Source: Adapted from the article "What Is the Importance of Résumé Writing?" by Ruth Mayhew.

**Mark your responses to these questions on your multiple choice answer sheet. (Marks 10)**

**1. The purpose of the first paragraph is to**

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|---|---|
| A. enable the reader to write a résumé.   | C. describe the characteristics of a résumé.    |
| B. illustrate how a résumé should appear. | D. establish the significance of a good résumé. |

**2. The quality of a good résumé explained in paragraph 3 is that the résumé should show**

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|------------------------|-----------------------------|
| A. managerial skills.  | C. academic qualification.  |
| B. composition skills. | D. professional competence. |

**3. In line , the term 'fragmented language' implies that the language of a résumé is**

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|----------------|---------------------------|
| A. clear.      | C. composed of phrases.   |
| B. incoherent. | D. composed of sentences. |

**4. In line , the word 'document' refers to a/an**

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|------------|-----------------|
| A. letter. | C. certificate. |
| B. résumé. | D. application. |

**5. However, once you complete your education, you must focus on the practical application of your skills ... your skills and knowledge in a work environment should be part of your description of your capabilities and qualifications in a résumé." The underlined words from the given excerpt closely demonstrate**

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|-----------------|-----------------|
| A. emphasis.    | C. description. |
| B. distinction. | D. comparison.  |

**6. In line 30, the author says, — f you are not sure you can write a good résumé , there is nothing wrong with getting help. The author's tone is**

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|---------------|-------------------|
| A. sarcastic. | C. demeaning.     |
| B. advisory.  | D. accommodating. |

**7. The passage does NOT give any information about the**

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|-------------------------|------------------------------------|
| A. format of a résumé.  | C. language of a résumé.           |
| B. content of a résumé. | D. professional writers of résumé. |

**8. In paragraphs 4, 5 and 6, the author MAINLY gives**

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|---|--|
| A. suggestions for writing a résumé.              | D. preference to hiring professional résumé writers. |
| B. personal views about a good résumé.            |  |
| C. description of people who lack writing skills. |  |

**9. In the given passage, the tone of the author is**

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|------------------|---------------------|
| A. concerned.    | C. disinterested.   |
| B. enthusiastic. | D. straightforward. |

**10. The given text type can be classified as**

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|----------------|---------------------|
| A. composite.  | C. instructional.   |
| B. persuasive. | D. impressionistic. |

## Reading Passage II

**Read the following passage carefully and attempt the following MCQ's. (Marks 10)**

### **What am I worth?**

A lesson in self-worth by a monk

A young monk once asked his elder, *"Master, what is the greatest value of my life?"*

[1] The elder smiled at him but didn't give him the answer. Instead, he told the young monk to go on a little journey, *"Before I give you the answer, I want you to complete a mission. Go outside to the garden and find a large stone. Then take the stone down to the market to sell it. If someone asks you for the price of the stone, stay silent, and instead just stretch out 2 fingers in response. If someone offers you money for it, don't sell the stone! Bring it back to me, and I will tell you the answer to your question."*

[2] The little monk set off early the next morning and carried the large stone to the market to sell. The market was crowded that day, and all the people were very curious about the mysterious young monk and his stone. Suddenly a housewife came over and asked, *"How much are you selling that stone for?"* The young monk stretched out two fingers. The housewife said, *"2 Dollars?"* The little monk shook his head, and the housewife replied, *"So it's 20 Dollars? Well, ok! I've been looking for a good paperweight to use at home."* The little monk couldn't help but think to himself, *"My goodness, someone's willing to fork out 20 Dollars to buy this worthless stone! There are thousands more in the hills where that came from!"*

[3] However, the little monk followed his master's instructions and, keeping the stone, cheerfully went back to report his accomplishments, *"Master, you won't believe it. Today there was a housewife who offered 20 dollars to buy my stone. Now can you tell me, what is the greatest value of my life?"* The elder monk replied, *"Very good! But your mission is not over yet! Tomorrow morning I want you to try it again. This time, take the stone to the museum instead. Come back to me afterwards and I will tell you the answer to your question."*

[4] The next morning, in the museum, a group of curious **onlookers** stood whispering amongst themselves. One of them **muttered**, *"It looks like an ordinary stone, what's so special about it?"* Another person said, *"There must be some hidden value, or why would the little monk bring it here?"* At this moment, a person sprang out from the crowd, and shouted out to the little monk asking, *"Little monk, how much are you selling this stone for?"* Once again, the little monk didn't say anything and just showed him 2 fingers. The man said: *"200 Dollars?"* The little monk shook his head, and the man replied, *"Of course! 2,000 Dollars then. I will carve this stone into a statue and make it a work of art."* Upon hearing the offer, the little monk was **taken aback**. Almost **giddy** from excitement, the little monk remembered his master's instructions and rushed back to the monastery before anyone could say another word.

[5] He excitedly reported, *"Master! Today someone offered 2,000 dollars for my stone. I don't believe what's happening! Now can you tell me what the greatest value of my life is?"* The elder monk laughed and said, *"Not so fast! I have one last task for you. Tomorrow, I want you to try one more time. This time, take the stone down to the art collector's shop. When you come back, I promise to give you your answer."*

[6] So, the next morning of the third day, the little monk brought his stone to the art collector's store. It seemed the story of the little monk and his mysterious stone had spread throughout the town, as immediately he was surrounded by a group of people. They murmured excitedly to each other in hushed

tones, "This little monk is shrewd! He must know the true value of this precious rock to bring it here." Finally, one person asked him: *"Little monk, what is the asking price for your wonderful stone specimen?"* As before, the little monk stretched out two of his fingers without replying. *"20,000?"* another man asked. Completely stunned, the little monk blurted out a garbled reply before covering his now wide-open mouth in a **fluster**. Thinking that he had angered the little monk with a low-ball price, the man immediately corrected himself. *"Oh, no, no... I meant to say 200,000 then! Wait!"* So **stunned** was the little monk that he picked up the stone and ran all the way back to the monastery, leaving the entire crowd in an uproar.

[7] Panting excitedly, he described his experience at the art collector. *"Master, Master! We're rich! Someone just offered 200,000 dollars for the stone! Surely, now you can finally tell me what the greatest value of my life is. Please!"* Smiling, the elder monk patted the young monk on the head and gently said, *"My child, you have already discovered the answer to your own question. The greatest value of your life is just like this stone. At the market, you are only worth 20 dollars, at the museum, you are worth 2,000 dollars, but if you place yourself at the art collector, you're worth 200,000 dollars!"*

The value of your life is exactly where you place yourself to be. The decision is yours to make.

Adapted from: <https://community.thriveglobal.com/a-lesson-in-self-worth-from-a-monk/>

Original author: Dima Ghawi

**1. What does the elder monk instruct the young monk to do with the stone?**

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|------------------------------------|-----------------------------------|
| a. Keep it hidden in the monastery | c. Throw it into the river        |
| b. Sell it at the market           | d. Offer it as a gift to a friend |

**2. How does the young monk respond when asked about the price of the stone at the market?**

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|------------------------------|---|
| a. Verbally states the price | c. Writes the price on a piece of paper |
| b. Stretches out two fingers | d. Ignores the question                 |

**3. What offer does the housewife make for the stone at the market?**

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|---------------|-----------------|
| a. 2 dollars  | c. 200 dollars  |
| b. 20 dollars | d. 2000 dollars |

**4. What conclusion does the young monk draw when he reflects on the housewife's offer at the market?**

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|--------------------------------|---|
| a. The stone is truly valuable | c. People have different perceptions of value |
| b. The stone is worthless      | d. He should keep the stone for himself       |

**5. What is the young monk instructed to do after selling the stone at the market?**

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|----------------------------|------------------------------|
| a. Keep the money          | c. Buy something for himself |
| b. Return to the monastery | d. Go on another journey     |

**6. What realization does the elder monk impart to the young monk at the end of the story?**

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|---|--|
| a. The stone is actually priceless              | c. The value of one's life is determined by perception |
| b. The young monk is worth as much as the stone |  |

d. The elder monk knew the value of the stone all along

**7. What lesson does the elder monk aim to teach the young monk with the stone?**

- a) The importance of finding valuable artifacts    b) The significance of patience in selling items  
c) The correlation between self-worth and perception    d) The art of negotiation in the marketplace

**8. What is the young monk instructed to do with the stone in the museum?**

- a) Sell it to the highest bidder    b) Keep it as a museum exhibit  
c) Trade it for a valuable artifact    d) Determine its historical significance

**9. What is the significance of the different offers made for the stone in the market, museum, and art collector's shop?**

- a) It shows the fluctuating market value of the stone  
b) It highlights the importance of location in determining value  
c) It demonstrates the young monk's skill in negotiating prices  
d) It signifies the changing perception of the stone's worth over time

**10. What does the elder monk ultimately reveal to the young monk about the value of his life?**

- a) It is determined by external factors such as wealth and status    c) It fluctuates depending on where he places himself  
b) It remains constant regardless of circumstances    d) It is dictated by the opinions of others

**Attempt the following CRQs. Each CRQ carries equal marks.**

**(Marks 15)**

Q1. Why do you think the elder monk sends the young monk on a mission involving selling a stone? What do you think the elder monk intends to teach the young monk through this mission?

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Q2. How does the young monk feel when he realises the varying values placed on the stone in different locations?

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Q3. Do you believe the value of a person's life can truly be compared to that of a stone? Why or why not?

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Q4. How do you think the young monk's perception of himself and his worth changes throughout the story?

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Q5. What lesson about self-worth and perception does the elder monk impart to the young monk through the experience with the stone?

**Q. Attempt any ONE of the following ERQ's. Your response should be comprehensive, valid, relevant, and authentic in language. Your response will be assessed in format of letter, grammar, ideas, sentence structures, and relevance of ideas with the given prompt. (Marks 05)**

- a. Students of your class have noticed that litter thrown by various people in and around your school is causing different kinds of pollution and health hazards. Write a letter to your Principal requesting him/her to arrange a “No Litter Week” in your school. In your letter describe the following;
  - i. Why do you want this week to be arranged?
  - ii. How would it be beneficial?
  - iii. In what ways can it managed?

OR

- b. Currently, the legal age at which it is permitted to drive a vehicle is 18. Lawmakers have been debating about lowering the age limit to make driving permissible for 16 years old children as well.

Write a letter to the Editor of a local newspaper and express your view regarding this debate. Support your view with reasons and examples.

Option: \_\_\_\_\_

[illegible]





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☺ WISH YOU BEST OF LUCK ☺